

Adult Education "Most Asked Questions"

Written: 12.06.06 Revised 2.11.08
Effective 3.17.08

Introduction

To provide for consistency among adult education programs throughout the state, it is essential that all programs interpret questions and provide direction to students and program staff in a consistent manner. "Most Asked Questions" lends some direction to programs to improve program operating standards.

This document will be revised as new questions/concerns are generated. Questions are sorted by topic into the following categories:

- Achievement and Core Outcomes
- Adult Education Services
- Applied Technology and Community College
- Assessment
- Contact and Attendance Hours
- Credit
- Electronic High School
- Enrollees and Participants
- Entering Functioning Level (EFL)
- GED
- Graduates, Graduation and Diplomas
- Intake and SEOPs
- K-12 Students
- Level Gains
- National Reporting System (NRS)
- Out-of-School Youth
- Program Audit and Monitoring
- Special Education and 504
- Staff
- Transcripts
- Transportation and Childcare
- Tuition and Fees

ACHIEVEMENT AND CORE OUTCOME

1. Q. What are the follow-up survey standards for the “achievement” sheet?

A. Please refer to the charts below:

Enrollees Exit Quarter	Collect ENTERED Employment BY the END of:	Collect RETAINED Employment BY the END of:
First Quarter (July 1-September 30)	Second Quarter	Fourth Quarter
Second Quarter (October 1-December 31)	Third Quarter	First Quarter Next Program Year
Third Quarter (January 1-March 31)	Fourth Quarter	Second Quarter Next Program Year
Fourth Quarter (April 1-June 30)	First Quarter Next Program Year	Third Quarter Next Program Year

Student Population, Collection Times, and Reporting Times for Fore Follow-Up Outcome Measures		
Core Outcome Measures	Student Population to Follow	Time Period to Collect Measures
Entered Employment	Student is unemployed at entry, has employment goal, and exits during the program year	By the end of the first quarter after his/her exit quarter.*
Retained Employment and Improved Employment	1. Student at entry is not employed, but has a goal of obtaining employment, and enters employment by the first quarter after the exit quarter 2. Students employed at entry with a goal of retained or improved employment	By the end of the third quarter after exit quarter or third quarter after the student obtains a job, if the job is obtained while enrolled.
Receipt of Secondary Diploma or GED Certificate	Students with a goal of obtaining a Utah secondary diploma or attaining passing scores on the GED tests	July 1-June 30 annually
Placement in Post-Secondary Education or Training	Students with a goal of entering post-secondary education or other training who exit during the program year	July 1-June 30 annually
* The exit quarter is the quarter when instruction ends, the student terminates it, or the student has not received instruction for 90 days and is not scheduled to receive further instruction. Employment obtained while the student is enrolled can be counted, but must be reported during the first quarter after exiting the program .		

2. Q. What are the Core Outcomes Measures?

A. Core Outcomes are student-generated goal(s) that are part of the SEOP process developed, at the time of enrollment, in at least one of the following areas: entering employment, retained employment, attainment of GED, attainment of secondary school diploma, or entering post-secondary education or training program.

ADULT EDUCATION SERVICES

1. Q. Can adult education serve undocumented adults?

A. Yes, under the following conditions: (1) they pay full tuition and fees at the closest college or university; or (2) they are 16 or older and are served with federal funds only; and (3) they qualify under the federal definition. The statute defines a “qualifying adult” as an adult who (a) is 16 years of age or older; (b) is beyond the age of compulsory school attendance under the law of the state or outlying area; (c) does not have a secondary school diploma or its recognized equivalent; (d) is not enrolled in secondary school; (e) lacks sufficient mastery of basic educational skills to enable the individual to function effectively in society; and (f) is unable to speak, read, or write the English language.

2. Q. Is there a limit to the number of classes an adult education student can take in an adult education program?

A. Yes, a student may take classes until he/she has met his/her SEOP goal(s). If you feel that a student has reached a plateau and is not progressing, the student’s ability to benefit should be reviewed.

APPLIED TECHNOLOGY COLLEGE AND COMMUNITY COLLEGE

1. **Q. If a student is under 18 and his/her class has not graduated, the fees to attend an applied technology college are paid by the district, but if over 18 the student must pay his/her own fees. Is there any money available to apply to help the older students attend college classes?**

A. No, unless the student is receiving Department of Workforce Services or Vocational Rehabilitation support. Students whose class has not graduated may attend an applied technology college as concurrently enrolled students.
2. **Q. In a school district, can adult education funds be used to pay for a class through a community education program, especially if there is not a certified teacher to teach a class through the adult education program?**

A. No.
3. **Q. The Applied Technology College (ATC) uses the ABLE test (math and reading only) to determine ability to benefit. If the student's test shows him/her to be deficient in reading or math, then he/she is sent to the adult education program for remediation. Two problems arise: (1) adult education must then administer the TABE, and (2) the lowest score may not be the same as that in the ATC's referral, thus preventing our program from generating funding to help the student. In this case, can adult education just give the TABE for reading or math that the ATC needs to facilitate remediation, and receive funding on the retesting of the student's academic area after we help the student in this situation? Could we document in the student's file, for audit purposes, that we have other test scores and the purpose of the remediation, and then pre- and post-test with TABE only in the subject for ATC remediation?**

A. Using the ABLE is a problem for adult education providers, as OVAE no longer recognizes the ABLE as an acceptable adult education assessment. Policy requires that you pre-test in all three areas (reading, math, and language) to determine the student's lowest area of instructional need, and provide instructional services to meet the student's literacy needs in the EFL area – if need be, in addition to completing requirements for a diploma or prepping for the GED. Note: Your program may provide services with other funds (not state or federal) not awarded by the USOE to meet the ATC's needs, but such students are not to be entered into UTopia.

ASSESSMENT

1. **Q. Do we have to give the entire survey or battery of the TABE (math [applied and computation], reading, and writing) to determine initial placement, or can we just give the math and reading?**

A. A Locator Test must be administered to determine which levels of applied math, math computation, reading, writing, and language to administer, regardless of whether the Full Survey or the Complete Battery is administered as the student's pre-test.
2. **Q. Where can I buy the BEST Test to use in the ESOL classes to determine levels of English literacy? Is that test approved?**

A. BEST Literacy and BEST Plus are purchased through the Center for Applied Linguistics (CAL) at <http://www.cal.org>. Either the CASAS or BEST Literacy *and* BEST Plus may be used to determine levels of English literacy.
3. **Q. In the absence of a post-test score, can the TOEFL be used to document completion of ESOL functioning levels if the learner's score is high enough for acceptance into college?**

A. No, the TOEFL is not an approved test. Only approved tests such as BEST Literacy *and* BEST Plus or CASAS can be used. This is because an educational level gain is determined by post-testing on different but equivalent forms of the same test used for initial placement. Using one test for the pre-test and another test for the post-test does not produce a valid measure of educational gain. It is essential to follow standard assessment protocols to ensure valid test results, e.g., appropriateness of test content (whether the test measures the appropriate set of skills), whether the test has multiple versions or forms to use as pre- and post-tests conducted under like conditions, and whether the time between test administrations is consistent across the state.
4. **Q. Some students entering an adult education program will have passed the UBSCT. Will these students need to take the TABE if they have passed the UBSCT?**

A. Yes, since the UBSCT is not an approved assessment to determine Entering Functioning Level (EFL). To determine their EFL students need to take the TABE.
5. **Q. Does every student entering adult education programs need to be tested with TABE, CASAS, or BEST/BEST Plus?**

A. Yes, except in the case of a K-12 student making up classes or credits. However, if this is the case, remember that the WPU must follow the K-12 student and the student cannot be counted as an enrollee, nor can outcomes be counted in an adult education program (Funding Code 4, 5, or 8).

6. **Q. What is a standardized test?**
A. A standardized test is a test designed to be given under specific, standard conditions. Standard conditions include a consistent set of procedures for administering and scoring an assessment. The purpose of the standard is to hold constant all factors other than the ability to understand, so that the inference drawn about that ability is valid (that is, true and correct). If the test is not administered according to the standard conditions, the results are invalid.
7. **Q. What is a criterion-referenced test?**
A. A criterion-referenced test is a competency-based assessment. The assessment allows the student's performance to be compared to a specific learning objective or performance standard and not to the performance of other students. Criterion-referenced assessments indicate how students are performing on their specific goals or standards, rather than how their performance compares to a norm group of students nationally or locally. It is possible that all or none of the students will reach a particular goal or performance standard.
8. **Q. Do all adult students need to take and pass the UBSCT test before they can receive an adult high school diploma?**
A. No, adult education students, at district discretion, have been exempted from taking and/or passing the UBSCT.
9. **Q. Is the total math score simply an average of the Applied Math and the Math Computation on the TABE Test?**
A. Yes, the total math score is the average of Applied Math and Math Computation.
10. **Q. Can a TABE Locator Test be used to determine a student's EFL?**
A. No. The Locator Test is only used to determine which level (L, E, M, D, A) of the Full Survey or Complete Battery will be administered.
11. **Q. After a TABE Locator Test is administered to determine the level of Full Survey to be administered, what *sections* must be given?**
A. When administering the TABE Full Survey, both Applied Math and Math Calculation must be administered to obtain a Math Composite scale score. In addition, both the Language (NOT Language Mechanics or Vocabulary) and Reading sections must be administered.

12. Q. **If a number of students are testing out of the BEST Literacy and BEST Plus, is it possible to use the TABE Reading to find an EFL for these students?**
- A. It depends. (1) If it is the student's initial pre-test and the EFL level is an ESOL 5 or ESOL 6, perhaps a TABE assessment (Locator Test and Full Survey or Complete Battery) should be administered to determine whether the student's academic needs would be better served if he/she were an ABE student rather than an ESOL student. Remember, a student placed in an ABE class is not precluded from having his/her language needs addressed. Rather, through such a placement the student (and local program) would have greater opportunities for level gains and better outcomes.
- (2) When a student post-tested throughout a program year, the original EFL established earlier in the program year remains the student's academic focus for the entire program year.
13. Q. **If, during the intake process, a person cannot say his/her name, address, and date of birth, or tell where he/she is from and if he/she has a job, would it be acceptable to not administer the BEST Plus and to place the student in ESOL 1?**
- A. No; while it is true that this would spare the student discomfort and embarrassment, you are required to administer the BEST Literacy and BEST Plus or CASAS. If, in the course of conversation, the student says he/she cannot answer the questions, complete the rest of the questions until you reach the "test ceiling" because the student's answers could be "splinter" (indicating they student may still be able to answer other questions or will "ceiling out" very quickly). Completing an assessment assures clean and accurate student data. Following assessment protocol shows the student the amount of progress he/she has made when post-tested, thus boosting his/her EFL and self-esteem. Completing a full assessment provides a more accurate EFL and enables a better decision as to the area of academic instruction.
14. Q. **If our program only provides instruction in reading literacy, do we need to test all areas on the TABE?**
- A. Yes, if your program does not offer instruction in all content areas, then the student should be referred to other programs to receive those services, and would be considered a concurrently enrolled student for funding purposes.

15. Q. **The Applied Technology College (ATC) uses the ABLE test (math and reading only) to determine ability to benefit. If the student's test shows him/her to be deficient in reading or math, then he/she is sent to the adult education program for remediation. Two problems arise: (1) adult education must then administer the TABE, and (2) the lowest score may not be the same as that in the ATC's referral, thus preventing our program from generating funding to help the student. In this case, can adult education just give the TABE for reading or math that the ATC needs to facilitate remediation, and receive funding on the retesting of the student's academic area after we help the student in this situation? Could we document in the student's file, for audit purposes, that we have other test scores and the purpose of the remediation, and then pre- and post-test with TABE only in the subject for ATC remediation?**
- A. Using the ABLE is a problem for adult education providers, as OVAE no longer recognizes the ABLE as an acceptable adult education assessment. Policy requires that you pre-test in all three areas (reading, math, and language) to determine the student's lowest area of instructional need, and provide instructional services to meet the student's literacy needs in the EFL area – if need be, in addition to completing requirements for a diploma or prepping for the GED. Note: Your program may provide services with other funds (not state or federal) not awarded by the USOE to meet the ATC's needs, but such students are not to be entered into UTopia.
16. Q. **If a student's pre-test shows that he/she has two equally low areas, both at the ABE 2 level, and through the SEOP process we establish the student's goal, do we choose the area with the lowest scale score or the one the student wants to work on for the year?**
- A. The scale score generates the EFL. The student's lowest EFL is used for the enrollment period (i.e., the program year). Level gains are based upon this EFL. If two assessed areas generate the same EFL outcome (ABE 2), then a decision with the student will need to be made regarding which academic area will be the program focus and the EFL area of focus for the year. Note: If the lowest EFL and the area that the student wants to work on are not the same, the challenge for the program will be to provide the academic focus the student wants in conjunction with providing instruction in the EFL area (which is, in fact, probably what the student needs to work on even though he/she does not recognize it.)

17. Q. Will TABE Level L work for the rare ESOL student who seeks assistance from my program?

- A. If the student's reason for coming to an adult education program is to learn or improve English, then you need to address individual needs and make a determination as to the level of his/her academic skills. If the student wants to improve his/her reading, perhaps it would be in his/her best interest to administer the TABE. If a student wants to improve English skills, then the program needs to administer the BEST Literacy *and* BEST Plus. Based on the results of the testing, you will determine which ESOL level of instruction you should be providing to the student.

In administering the TABE, you cannot immediately administer Level L. Rather, you must first administer the TABE Locator Test. The Locator Test determines which level to give (L, E, M, D, or A) for each of the three areas that you are required to test (reading, math, and language). Recognize that you may be giving an L level for math, M level for reading, and E level for language. (The L level is only associated with the COMPLETE BATTERY, not with the administration of the FULL SURVEY, which is less time consuming to administer.) Regardless of which test you administer – the Full Survey (you are only required to administer the Full Survey) or the Complete Battery – the Locator Test must still be administered.

18. Q. Does the 60 hours of instruction mean that if a student has less than 60 hours of attendance, he/she cannot take the post-test even if he/she is attending until the end of the term? Does that mean that he/she needs to register at the same level, take the post-test after reaching the 60 hours, then advance to the next level during a new term?

- A. Sixty hours of instruction is the base number of instructional contact hours that a student must have prior to a post-test. However, there is one exception to the 60-hour rule: If you know that the student will be EXITING the program (returning to Mexico, moving, etc.) and he/she has at least 40 hours, then you may administer a post-test. Post-tests during a program year need only be in the area established as the EFL. However the assessment may be a full assessment of all instructional areas. It is recommended that the final post-test administered in a program year be a full assessment (the BEST Literacy *and* BEST Plus without the appraisal test if the student has previously had a pre-test), as this will serve as both a post-test and a pre-test for the new school year.

Administering a post-test based on the “program need of a term ending” is not the standard. Remember, instruction and assessment are based on the student’s instruction, not a change in the program’s schedule or classes. A move to a different class should be based on the student’s level of performance rather than the date a new class is starting. With this in mind, a student who has 53 hours of instruction should continue with instruction until he/she has 60 hours, and then test. As a teacher, you should move students from one level to the next based on competency, not because the class schedule is changing.

CONTACT AND ATTENDANCE HOURS

1. **Q. What is the definition of "contact or attendance hours"?**

A. The definition of contact or attendance hours, for NRS reporting purposes, is hours of instruction or instructional activity the learner receives from the program. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum, such as classroom instruction, assessment, tutoring, or participation in a learning lab. Time spent in a student intake, SEOP development, counseling or assessments are counted as non-instructional contact hours if the spent time is used to inform placement decisions, assess progress, or inform instruction. Time used to take the GED test cannot be counted as an instructional activity.

2. **Q. What is an instructional hour?**

A. To be counted as an instructional hour, the time a student and a teacher are engaged in a learning activity must, at a minimum, be 45 minutes in duration. This activity may be one-on-one tutoring; individualized, small group, large group, and/or computerized instruction; field trips and listening to guest speakers; or other media presentations. Instruction must take place in the presence of an adult education instructor, aide, or volunteer. Time spent doing homework or some other off-site activity does not constitute instructional contact hours for reporting purposes.

3. **Q. What are contact hours?**

A. Contact hours are hours spent by a student under the supervision of a teacher/employee of the district/program. (The instructor must be Utah licensed to teach Adult High School Completion and issue course credit.) (1) Instructional contact hours under this definition can be given for hours of instruction under the direction of a teacher, tutor or volunteer who works under the direct supervision of an adult education teacher. (2) Non-instructional contact hours may be given for counseling hours/SEOP development, assessment time, except for GED testing. Remember that an instructional contact hour must be, at a minimum, 45 minutes in duration.

4. **Q. Where are contact hours recorded for different areas of instruction for the same student?**

A. All contact hours are recorded in the student's "entering" area of focus Entering Functioning Level (EFL). Example: A student is pre-tested and determined to be ABE 2 as a result of very low math scores. The student will be receiving instruction in ABE 2 math in addition to participating in AHSC for all other subjects. All contact hours for the student, whether from the ABE 2 math class or the other AHSC classes, will be reported in ABE 2—the student's lowest EFL.

5. **Q. Are there rules about how a district or CBO can spend fee money collected from Adult Education programs?**
- A. (1) Money collected as fees for services is not overseen by the USOE, and therefore this becomes a district decision. Money must be returned to the adult education program to be used in support of the program.
- (2) When funds are collected from students attending a program paid for from federal AEFLA funds programs, the funds **must** be accounted for, returned to the adult education program, and used specifically for programming options meeting the federal guidelines as identified federal activities.
6. **Q. Is there a limit to the number of classes an adult education student can take in an adult education program?**
- A. Yes, a student may take classes until he/she has met his/her SEOP goal(s). If you feel that a student has reached a plateau and is not progressing, the student's ability to benefit should be reviewed.
7. **Q. Can the completion of "packet studies" be counted for student instructional contact hours?**
- A. Yes, if the student is participating in a distance learning program, meaning that 85 percent of the student's instruction is "at a distance"—away from the program. The program that is providing distance learning as a delivery method must have submitted a written plan as part of its state or federal program plan to USOE Adult Education Services for approval prior to the implementation of this delivery methodology. The program plan must be updated and approved on an annual basis.

CREDIT

1. Q. **How many minimum classroom instruction hours does it take to earn 0.5 units of credit? 0.25 units?**
A. 0.5 = 80 hours; 0.25 = 40 hours.
2. Q. **What classes can count for Adult Living? Some programs seem to be counting quilting, fly-tying, gun safety, etc. Do programs determine the student's interests and design an appropriate class based on competencies or hours of work?**
A. Classes are decided at the district level and must meet Utah Core Curriculum guidelines. There is not a category of classes called "Adult Living."
3. Q. **Can elective credit be given for ABE and ESL classes?**
A. No, credits are not allowed for ABE or ESL classes from any education program because these classes are below the ninth grade level.
4. Q. **Where can GED credits be applied? Are programs allowed to use "GED reading" in the electives area for a fifth credit?**
A. (1) Apply 1 credit to English, 1 credit to social studies (excluding U.S. history and U.S. Government and Citizenship), 1 credit to mathematics, 1 credit to science (only in the area of Earth Systems), and the balance to electives.
(2) Credit for passing the Spanish version of the GED can be awarded in social studies (excluding U.S. history and U.S. Government and Citizenship), math, science (only in the area of Earth Systems) and elective credits. Credit cannot be awarded as English credit. No credit can be awarded to the area of fine arts on either version of the test.
5. Q. **Are GED credits reported as earned or awarded?**
A. GED credits are awarded credits, not earned credits.
(1) Awarded credits = GED test, and transfer credits from an accredited institution.
(2) Earned credits = credits completed through an adult education course of instruction provided by an adult educator or "competency tested out" for specific courses as per district standards (technical education center classes).
6. Q. **Is it *best* practice to offer students only "one curriculum option" to earn credit in a subject?**
A. No, programs need to be able to offer a variety of curriculum options (i.e., more than one) and instructional strategies to meet students' individual learning needs.
7. Q. **When a student takes a community education computer class, can he/she receive adult education credit for the course?**
A. It depends. If district **structured and prepared competence standards** exist for the class and the student can pass the **district competency test** that is developed in support of the USOE Core Curriculum, then the student can receive adult education credit for the course.

8. **Q. Which is the best choice for student credit achievement—seat time or outcome-based?**
A. Outcome-based is always the best choice. It indicates that a student has mastered the objectives of the course and is able to demonstrate the learning outcomes.
9. **Q. Once a district receives a student’s transcript, can district personnel interpret the transcript according to their own requirements regarding what is and isn’t accepted as a particular credit?**
A. Yes and no. Present Board Rule:
State Board Rule: R277-705-3 Units of Credit
Schools shall accept credits from accredited education institutions:
schools shall accept credits from accredited schools or providers accredited by the Northwest Association of Accredited Schools or approved by the Board without alteration.
Programs may interpret which graduation area credits will be applied to. However, credits that have been entered into UTopia by another program may not be altered, nor may the credits be changed from one graduation area to another without a discussion with the program that originally entered the credits into UTopia. If the originating program agrees to change the graduation area, it must reenroll the student as concurrent, make the agreed-upon changes, and then separate the student.
10. **Q. What is “competency-based” credit?**
A. If a student passes a district-approved and -developed competency test in a specific subject area, then credit can be transcribed and counted as earned credit.
11. **Q. Does an adult education student need to have “earned” or “awarded” credit to be considered a graduate (e.g., a student comes in with 23 credits and is awarded work credit; does he/she still need to “earn” a credit through the district’s program)?**
A. This is a district policy. Many districts have a residency requirement for students to fulfill before being issued a diploma. It is recommended that a student earn at least one credit in the district’s program.

Note: A student must be qualified as an enrollee (having a completed intake with an established funding code, an assessment that establishes an EFL, and SEOP with a main and/or secondary core goal, and 12 contact hours) prior to the awarding of a diploma.
12. **Q. Can adult education programs award credit to students enrolled in ABE classes?**
A. No, all ABE classes are non-credit classes since the students are functioning below the ninth grade level; therefore, no credit can be issued.
13. **Q. Can a student earn elective credit for driver education training?**
A. Yes, if the course is directly offered and provided for by the district. **NO** if it is obtained from a program within the community.
14. **Q. Can a student “CLEP out” of a class and earn credit?**
A. Yes, as long as the examination is approved by the local school board. (See #10 above.)

15. **Q. Can “CLEP out” testing be counted for student contact hours for NRS reporting?**
A. Yes, instructional contact hours for the time spent in CLEP testing can be counted, if the test is administered by a certified adult education instructor and the student meets the requirements for an “enrollee.”

16. **Q. A student is in ABE 2 for math, and needs one elective credit for graduation. Could the ABE 2 math class count for the one elective credit?**
A. Maybe. Remember: The only courses that count toward AHSC classes are those that follow Core Curriculum standards and are approved by the local board of education.

Note: However, if the student meets the guidelines as a special education student, has not reached his/her 22nd birthday, and has a current special education IEP, then the credit could be awarded if the curriculum is at his/her educational functioning level, as determined by appropriate special education assessments, and is approved by the local board of education.

17. **Q. Can driver education credit be issued through the Electronic High School?**
A. Yes, credit is issued based on completion of the “classroom portion” of the course with a passing percentage of 60 percent or higher.

Note: The student must request that his/her grade and credit earned from the Electronic High School be sent to the respective adult education program director. A certificate of completion will be sent to the adult education program director. The student will need to pick up the certificate and take it to the driver license division to complete the state written test, and also begin his/her behind-the-wheel portion through a community driving school program.

18. **Q. Can GED preparation classes count as credit classes?**
A. No. Remember: The only courses that count toward AHSC classes are those that follow Core Curriculum standards and are approved by the local board of education. However, if the student meets the guidelines as a special education student, has not reached his/her 22nd birthday, and has a current special education IEP, then the credit could be awarded if the curriculum is at his/her educational functioning level, as determined by appropriate special education assessments, and is approved by the local board of education.

19. **Q. Can a program issue credits using a curriculum that is less than grade 9.0 for students coming to an adult education program who have received their education as special education students with an active IEP, and their high school class has graduated? Can these students choose to earn adult education credits toward their K-12 diploma, or do they have to receive an Adult Education Secondary Diploma?**

A. A special education student's IEPs is valid until his/her 22nd birthday, as long as the student has not exited a K-12 program or had his/her IEP terminated prior to his/her K-12 graduation date. If a special education student has an active IEP, then the program should work with the K-12 special education department to develop/implement a curriculum meeting the needs of the student. In this scenario, the student's K-12 class has graduated but the student's IEP is still active. The WPU **must** follow the student in the adult education program, since the student is still technically under K-12 direction. This student would not be eligible for state funding. In this scenario the student's diploma would be a K-12 diploma rather than adult education because he/she has not exited K-12 (Funding Code 4).

If, however, the student's IEP has been terminated, then the student may work/receive an Adult Education Secondary Diploma upon completion of graduation requirements. The program should use the student's IEP as a guideline in providing program accommodations for the student. In this scenario, the student could earn an Adult Education Secondary Diploma.

20. **Q. Could an adult education program offer a regular K-12 diploma for those students who meet more rigorous graduation requirements and are required to pass the UBSCT?**

A. Including the requirement for students to participate in UBSCT testing and requiring additional course requirements is a local program decision. However, it is strongly recommended that programs maintain the 24 units of credits for graduation thus maintaining continuity amongst all programs in the state. Staying within the parameters of the state-defined 24 graduation credits programs may strengthen the curriculum to further challenge students.

ELECTRONIC HIGH SCHOOL

- 1. Q. Can driver education credit be issued through the Electronic High School?**
A. Yes, credit is issued based on completion of the “classroom portion” of the course with a passing percentage of 60 percent or higher.

Note: The student must request that his/her grade and credit earned from the Electronic High School be sent to the respective adult education program director. A certificate of completion will be sent to the adult education program director. The student will need to pick up the certificate and take it to the driver license division to complete the state written test, and also begin his/her behind-the-wheel portion through a community driving school program.
- 2. Q. Is the Electronic High School (EHS) available to adult students? Is there a charge or are classes free?**
A. It is available, but not for free. EHS credit can be counted as awarded credit, not earned.

ENROLLEE AND PARTICIPANT

1. **Q. What is the definition of an “enrollee”?**
A. An enrollee is a student who has 12 or more contact hours in the program and has completed a full assessment establishing an EFL, and the SEOP process establishing a funding code and established a main and/or secondary core.
2. **Q. If a student is not tested but meets all of the other qualifiers as an enrollee, how is he/she is recognized by UTopia?**
A. A student can be listed as a participant ONLY if he/she is not assessed.
3. **Q. Can high school-age students take adult education classes? How are they funded when this occurs?**
A. Yes, under certain circumstances (see State Board Rule R277-733-6 as an Eligible Student). Then Adult Education policies apply.
4. **Q. When 18-year-old high school students are enrolled in their local high school and take make-up classes in the adult program, can the students’ attendance and credit be counted in the formula? Can the student be counted as an enrollee?**
A. A K-12 student can be concurrently enrolled in adult education program. The WPU must follow him/her. He/she CANNOT be counted in the adult education program as an enrollee or participant, nor can their outcomes be counted (Funding Code 4, 5, or 8).

ENTERING FUNCTIONING LEVEL (EFL)

1. **Q. If a student enrolls only for computer literacy, or any course in which the student is not co-enrolled in an academic-based program, should the student:**
 - (1) **Be assigned an entering EFL based on functional and workplace skill descriptors related to computers (using a standardized performance assessment)?**
 - (2) **Be given an academic standardized test to determine the EFL?**

A. (1) No, the student does not have an EFL because he/she is not assessed. If a student is there for computer literacy classes only, he/she does not count as an adult education student and should not be entered into UTopia.

 (2) If the program administers an assessment to determine placement (below 9.0 = ABE, or higher than 9.0 = AHSC). Then it is allowable to place a student in a computer literacy class as part of an academic program.
2. **Q. Can the GED Practice Test be used to determine initial placement and/or completion of an EFL?**

A. No.
3. **Q. If a state correlates the EFL descriptors to the test objectives of standardized community college entrance exams, such as Compass, Acuplacer, or Asset, can those tests be used to determine initial placement and/or level completion?**

A. No.
4. **Q. Can the successful completion of the official GED tests be used to validate completion of an EFL?**

A. No.
5. **Q. Why is initial placement so important in reporting educational gain under the NRS?**

A. The initial assessment is the basis for placing students in an EFL. This is the baseline upon which programs measure student learning gains. Programs should administer the initial assessments to students at a uniform time shortly after the enrollment. Regardless of the date for initial assessment, it should be uniformly applied to all students to make assessment results comparable across students.
6. **Q. Some students entering an adult education program will have passed the UBSCT. Will these students need to take the TABE if they have passed the UBSCT?**

A. Yes, since the UBSCT is not an approved examination to determine Entering Functioning Level (EFL). To determine their EFL students need to take the TABE, BEST Literacy and BEST Plus or the CASAS.
7. **Q. If a student's lowest assessment area (Entering Functioning Level) is math but he/she shows a level gain in language when given a post-test, can the district report a level gain?**

A. No, a level gain can only be reported in the area related to his/her Entering Functioning Level (EFL). This EFL reflects the "baseline/point of measure" for a student for NRS reporting purposes. Level gains are generated by assessment information entered into UTopia .

8. **Q. Can a program issue credit to a student who has an EFL below 9.0 grade level in one area but all the other areas of assessment are above the 9.0 grade level?**
A. Yes, credit can be issued for district approved high school completion classes. Credit cannot be issued for ABE/skills classes. Note: If the testing shows that the student has significant learning issues and is consistently functioning below the 9.0 grade level, then he/she should be considered an ABE student with the focus of improving basic reading, writing, and/or math skills to allow the student to be successful in high school completion classes. The intent of an adult education secondary diploma is to show that the student has mastered skills at a certain competency level comparable to the K-12 diploma.
9. **Q. Can a TABE Locator Test be used to determine a student's EFL?**
A. No. The Locator Test is only used to determine which level (L, E, M, D, A) of the Full Survey or Complete Battery will be administered.
10. **Q. How do you count multiple level gains?**
A. Any one student who is an enrollee can accrue more than one level gain in a fiscal/program year. When a student is post-tested and has advanced two levels *beyond* his/her Entering Functioning Level (EFL) he/she has two level gains, etc.
11. **Q. Can a student who already has graduated enter a program to improve his/her math skills and earn a level gain?**
A. Yes, if the student is in your program, has a goal of improving his/her educational functioning, has an EFL established through assessment, and has qualified as an enrollee. Remember, the lowest area on an assessment is the area that determines the EFL, instruction, and level gains for the program year. Even if the student wants instruction in math, that area may not be the lowest EFL as determined by testing. The student would have to receive instruction in the lowest area EFL + math. This student may be served with either state (Funding Code 7) or federal funds. (Remember, the lowest area on a pre-assessment is the area that determines the EFL, instruction, and the level gains for the program year.)

GED

1. **Q. Does an individual have to complete and pass all parts of the GED to earn any credit toward graduation?**

A. Yes.
2. **Q. Can more than one district claim a GED for a student?**

A. No. Only the program that is the manager of the student's data may claim the GED as an outcome.
3. **Q. After a student passes the GED, must he/she bring a copy of the certificate to the adult education program to count the GED for credits?**

A. Yes. However, a student must provide (1) a signed release for the testing center or (2) a signed release for the state GED testing administrator to verify that the copy he/she shows you is a legitimate copy.
4. **Q. Students take the GED, but we never see them again and do not know whether they passed or not. Does the GED assessment center send notification to us, or is that against the privacy act?**

A. A student must complete a signed release that can be given to the GED assessment center so that scores can be released directly to an adult education program. A data match is completed with the GED database validating GED outcomes. GED outcomes will populate adult education student records as outcomes are validated.
5. **Q. Can the GED Practice Test be used to determine initial placement and/or completion of an educational functioning level?**

A. No, only Utah State Office of Education-approved assessments for ESOL, ABE, and AHSC are allowed.
6. **Q. We have a number of adults, especially those taking the GED test, who do not complete the GED test until after the end of the program year. Is there any way to report outcomes for students after the report has been submitted?**

A. Yes, UTopia will complete a data match on GED tests completed by the end of June and will "back populate" the data field for outcomes and funding.
7. **Q. Where can GED credits be applied? Are we allowed to use the GED reading in the electives area for a fifth credit?**

A. (1) Apply 1 credit to English, 1 credit to social studies (excluding U.S. History and U.S. Government and Citizenship), 1 credit to mathematics, 1 credit to science (earth systems only), and the balance to electives.

 (2) Credit for passing the Spanish version of the GED can be awarded in social studies (excluding U.S. History, U.S. Government and Citizenship), math, science (earth systems only), and elective credits. Credit cannot be awarded as English credit. No credit can be awarded to the area of fine arts on either version of the test.

8. **Q. Where are GED credits reported in Utopia?**
A. GED credits are awarded credits, not earned credits, and are not calculated for funding in Utopia.
(1) Awarded credits = GED test and transfer credits from an accredited institution.
(2) Earned credits = credits completed through classroom and distance learning instruction provided by an adult educator or "competency tested out" for specific courses as per district standards, and technical education center classes.
9. **Q. Can the GED Practice Test be used to determine initial placement and/or completion of an EFL?**
A. No.
10. **Q. A student should function at what reading level before entering a GED preparation program?**
A. A ninth (9.0) grade reading level is recommended.
11. **Q. Can a GED preparation teacher be a GED test administrator?**
A. No.
12. **Q. The cost of taking the GED is \$65.00 for all five (5) sub-tests; do students need to take all five tests at one time?**
A. No, the testing may be spread out for the one fee. However, to retake the language arts/writing test the cost will be \$15.00; to retake any other test, the cost is \$11.00.
13. **Q. Can the successful completion of the official GED tests be used to validate completion of an educational functioning level?**
A. No.
14. **Q. Has there been a change in the rule requiring two letters for GED testing?**
A. There has been NO change in the Board Rule requiring two (2) letters for GED testing. However, if a home-schooled student who legally is NOT classified as being enrolled in public education brings in a letter or form stating that he/she is enrolled in home school, that letter is not sufficient and is not a replacement for a letter from the district stating that he/she is not enrolled in public education. This is because the student truly could be home schooled and have correct evidence thereof, but he/she could be enrolled in high school part time—even in one class. Being enrolled in even one class makes him/her dual enrolled—and not eligible to take the GED since part of the dual enrollment is in high school. A twist to this is if the student is enrolled in college. If the student is taking a college class, is also without a high school diploma, and is not enrolled in high school as an Advanced Placement or concurrently enrolled student for that college class, the person is eligible to take the GED. Therefore, if a person is connected to a high school class in any way, he/she is not eligible to take the GED and still needs the two (2) letters.

15. **Q. A student is concurrently enrolled in GED preparation programs in two different districts. Which district can report the student for its NRS report?**
A. As the student is an enrollee, both programs can count the student's contact hours in their program as long as there is an intake, assessment establishing an EFL, SEOP generated by the managing program that states "to obtain the GED", and the student has completed 12 contact hours in both programs. For NRS reporting purposes, all of the student's data is reported as one student. Once the GED outcome is obtained, the student must have exited the program in order for the outcome to be reported in the NRS report.
16. **Q. When a student is sequentially enrolled in GED preparation in two different districts (e.g., the student enrolls in Ogden's GED program, stays for a while, and then transfers and enrolls in Salt Lake's GED program) which district claims the GED on the NRS report?**
A. The GED completion is claimed by the managing program in which the student is enrolled at the time he/she took the GED test, and as long as the student meets enrollee status, has "obtain the GED" as a goal prior to GED test date, and exits by June 30th.
17. **Q. Can GED "credits" be applied to Fine Arts?**
A. No, a student who successfully passes the GED test may be awarded NO MORE THAN FIVE adult high school completion credits at the discretion of the local school district. These credits may be awarded in the Core Curriculum as follows: 0-1 credit in English; 0-1 credit in Social Studies (excluding United States History and U.S. Government and Citizenship); 0-1 credit in Mathematics; 0-1 credit in Science (only in the area of earth systems); and/or 0-5 credit(s) as elective credits.
18. **Q. Can a student in a GED preparation class be enrolled in ABE 4?**
A. No, he/she must have an Entering Functioning Level (EFL) of AHSC 1 to be in a GED preparation class. No credit can be earned for a GED preparation class.
19. **Q. Can a student who already has a diploma from a United States school program take the GED?**
A. No.
20. **Q. Can a student who has a "high school credential" from another country take the GED?**
A. Yes, if the higher education institution or employer he/she is applying to does not allow or recognize a diploma from another country. Permission to take the exam must be obtained from the USOE GED Administrator.
21. **Q. If a student has taken and passed the GED, can he/she take it again?**
A. Yes, if an employer or university/college requires the student to have a higher score. Permission to retake the exam must be obtained from the USOE GED Administrator. The GED may be taken no more than three times per year.

22. **Q. Can GED preparation classes count as credit classes?**
A. No. Remember: The only courses that count toward AHSC classes are those that follow Core Curriculum standards and are approved by the local board of education. However, if the student meets the guidelines as a special education student, has not reached his/her 22nd birthday, and has a current special education IEP, then the credit could be awarded if the curriculum is at his/her educational functioning level as determined by appropriate special education assessments and is approved by the local board of education.
23. **Q. Can contact hours and level gains be earned for a GED in Spanish preparation class?**
A. Yes, provided the student is enrolled, has an EFL and SEOP, completes at least 12 hours as an ESOL student, and is post-tested using the same assessment tool (different form). The intent is that the student participating in a Spanish GED preparation class would be striving to improve his/her English acquisition skills during the instructional process of the GED preparation class.
24. **Q. Is it a program's prerogative to suggest/require a student to attempt and/or pass the GED prior to issuing an adult education secondary diploma?**
A. No. Students set their SEOP goal(s) with adult education staff support. The practice of requiring students to attempt/pass the GED in order to obtain a diploma defeats the purpose of the SEOP process.
25. **Q. Can changes be made to a student's GED record beyond minor spelling changes?**
A. The State GED Administrator will require original documentation to be presented to him/her before considering any change. Forgeries, identity theft, hiding one's identity and adopting a new one, etc., are all very real these days; hence, by abiding by this state policy, you can reduce the risk of being an accidental "accessory to the crime." No examiner or program staff member is to make any changes in GED records without prior approval from the State GED Administrator. All originals must be sent to the State GED Administrator by secured mail. If appropriate, the State GED Administrator will make the necessary changes.
26. **Q. Can a student taking the GED tests complete one test section at a time until he/she passes before moving on to the next text?**
A. Yes, according to current GEDTS rules, a student may take each sub-test a maximum of three times in a calendar year before moving on to the next subtest. He/she could also take all five sections, then go back and retest on any subtest that was not passed. Remember, a student can only take the full test or each subtest a maximum of three times during the year. Adult education credit cannot be awarded until all five sections of the GED test have been passed.

GRADUATE, GRADUATION AND DIPLOMA

1. **Q. Are 17-year-olds who complete the adult education requirements “graduates” in our system?**

A. A 17-year-old could be a graduate if he/she meets one of the following criteria:

17 = adjudicated as an adult 17 = out-of-school youth
17 = his/her class has graduated 17 = emancipated minor
2. **Q. What are the current graduation requirements, and how do these changes affect adult education?**

A. Present graduation requirements for adult education (USOE Board Rule 277-733-7H): English 3.0, math 2.0, science 2.0, social studies 2.5, education (information) technology .50, career and technical education 1.0, general financial literacy .50, arts 1.50, and healthy lifestyles 2.0, making 9.0 in electives. Programs are to follow the most current adult education graduation board rule, with specific course offerings established/defined by the local board of education.
3. **Q. Is a student with a disability/handicap guaranteed a diploma?**

A. No student is guaranteed a diploma. The only “end result” that adult education programs can guarantee for ANY student is an opportunity to learn. Students with disabilities MUST be afforded the same opportunities to achieve as non-disabled students.
4. **Q. If a person has a high school diploma from another country, can he/she enroll in an adult education program and earn an adult education secondary diploma?**

A. No. Based on assessment, he/she can enroll in ESOL classes to improve his/her English or as an ABE student to improve basic literacy skills if his/her literacy skills are below a post-secondary level, but not as an adult high school completion student, since he/she already has a diploma.
5. **Q. A student with a high school diploma received a poor grade in a given subject and wants to retake the class to improve his/her GPA. Can he/she enroll in adult education to do this?**

A. No, a student may not improve the original grade; rather, he/she would need to be assessed establishing an EFL, and receive instruction in the lowest assessed area as long as the need is below post-secondary entrance (<12.9 grade level) to improve his/her skills. The original grade cannot be changed.
6. **Q. If student enters an adult education program with a diploma that states “failed UBSCT,” can the adult education program issue a new diploma?**

A. No “failed UBSCT” diploma can be upgraded.
7. **Q. Is there a limit to the number of classes an adult education student can take in an adult education program?**

A. Yes, a student may take classes until he/she has met his/her SEOP goal(s). If you feel that a student has reached a plateau and is not progressing, the student’s ability to benefit should be reviewed.

8. **Q. Can a program issue a diploma to anyone whose class has not graduated, regardless of whether or not the student is 18?**
- A.** No; however, if a district superintendent “waives” the compulsory age law and the board rule, the student may be issued a diploma that states “Adult Education Secondary Diploma.”
9. **Q. If a student has a high school diploma from another country and cannot speak English, what should be done?**
- A.** If, through the SEOP process, it is determined that his/her goal is English acquisition (to advance his/her educational level), assess with BEST Literacy and BEST Plus or the CASAS and determine the student’s EFL and program accordingly (Funding Code 7).
10. **Q. Could an adult education program offer a regular K-12 diploma for those students who meet more rigorous graduation requirements and are required to pass the UBSCT?**
- A.** Including the requirement for students to participate in UBSCT testing and requiring additional course requirements is a local program decision. However, it is strongly recommended that programs maintain the 24 units of credits for graduation, thus maintaining continuity among all programs in the state. While staying within the parameters of the state-defined 24 graduation credits, programs may strengthen the curriculum to further challenge students.

INTAKE AND SEOP

1. **Q. What is included in the intake process?**
A. The intake process includes the time the student and program staff are engaged in completing/gathering student demographic information and assessments; developing the SEOP, which includes setting a main and/or secondary goal; reviewing statuses; defining the student's labor status; and signing the waiver to release information. Time spent in the intake process completing the above activities may be counted as non-instructional contact hours.
2. **Q. What is included in the goal-setting process?**
A. This is the ongoing process of assisting students to set realistic and attainable (within the program year) academic and non-academic goal(s). The time spent setting main and/or secondary goal(s) with students may be counted as student non-instructional contact hours and may be applied toward the 12-hour enrollment requirement.
3. **Q. Can adult education serve undocumented adults?**
A. Yes, under the following conditions: (1) They pay full tuition and fees as the closest college or university, or (2) they are 16 or older and are served with only federal funds, having met the following WIA definition:
(1) Adult education – the term “adult education” means services or instruction below the post-secondary level for individuals
(A) who have attained 16 years of age;
(B) who are not enrolled or required to be enrolled in secondary school under State law; and
(C) who
(I) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
(ii) do not have a secondary school diploma or its recognized equivalent, and have not achieve an equivalent level of education;
or
(iii) are unable to speak, read, or write the English language.
4. **Q. Is there a limit to the number of classes an adult education student can take in an adult education program?**
A. Yes; a student may take classes until he/she has met his/her SEOP goal(s). If you feel that a student has reached a plateau and is not progressing, the student's ability to benefit should be reviewed.
5. **Q. If a student has high school diploma from another country and cannot speak English, what should be done?**
A. If, through the SEOP process, it is determined that his/her goal is English acquisition (to advance his/her educational level), assess with BEST Literacy *and* BEST Plus or the CASAS and determine the student's EFL and program accordingly (Funding Code 7).

6. **Q. If, during the intake process, a person cannot say his/her name, address, and date of birth, or tell where he/she is from and if he/she has a job, would it be acceptable to not administer the BEST Plus and place the student in ESOL 1?**
- A. No; while it is true that this would spare the student discomfort and embarrassment, you are required to administer BEST Literacy and BEST Plus or CASAS. If, in the course of conversation, the student says he/she cannot answer the questions, complete the rest of the questions until you reach the “test ceiling” because the student’s answers could be “splinter” (indicating they student may still be able to answer other questions or will “ceiling out” very quickly). Completing an assessment assures clean and accurate student data. Following assessment protocol shows the student the amount of progress he/she has made when post-tested, thus boosting his/her EFL and self-esteem. Completing a full assessment provides a more accurate EFL and enables a better decision as to the area of academic instruction.
7. **Q. In reading the assessment and SEOP policies regarding social security numbers, it sounds like programs can release a student’s social security number to the USOE without a student signing a release of information. Is this correct?**
- A. No; informed consent is needed, which is why a student is asked to sign the waiver “Release of Information” as part of the SEOP process.
8. **Q. If a student’s pre-test shows that he/she has two equally low areas, both at the ABE 2 level, and through the SEOP process we establish the student’s goal, do we choose the area with the lowest scale score or the one the student wants to work on for the year?**
- A. The scale score generates the EFL. The student’s lowest EFL is used for the enrollment period (i.e., the program year). Level gains are based upon this EFL. If two assessed areas generate the same EFL outcome (ABE 2), then a decision with the student will need to be made regarding which academic area will be the program focus and the EFL area of focus for the year. Note: If the lowest EFL and the area that the student wants to work on are not the same, the challenge for the program will be to provide the academic focus the student wants in conjunction with providing instruction in the EFL area (which is, in fact, probably what the student needs to work on, even though he/she does not recognize it.)

K-12 STUDENTS

1. **Q. If a student leaves a K-12 program, enrolls in an adult education program, earns credits, and decides to return to a K-12 program, can the credits earned in an adult education program be counted toward a K-12 program?**

A. Yes; the out-of-school student who returns to the K-12 program is responsible to follow/meet the expectations of K-12. Credits earned in the adult education program may be accepted by K-12 at the discretion of the school district. The “out-of-school youth” enrolled in the adult education program must complete the enrollment process of intake, assessment, and an SEOP. The student must be placed in the appropriate program in order for the student’s contact hours and credits earned to be counted in the adult funding formula.
2. **Q. If a K-12 student is currently enrolled in adult education and earning credits, who should issue the diploma – K-12 or adult education?**

A. K-12 should issue the diploma. However, the adult education teacher issuing the credit must have been paid from state funds, not federal funds. Since the WPU must follow the K-12 student, these individuals are not counted for state or federal reports as enrollees, nor are their outcomes counted.
3. **Q. Can a K-12 student participate concurrently in K-12 and adult education?**

A. Yes, under the following circumstances:

 - (1) The WPU follows the student for the time spent in adult education, or
 - (2) The student is being fully charged for the adult education classes at the same rate per credit hour of instruction as the closest college or university.

Otherwise, a student must have “dropped out” of the K-12 program before enrolling in adult education.
4. **Q. Can a 16- to 18-year-old whose high school class has not graduated and who is counted on the high school rolls be eligible for adult education programs?**

A. Yes, Board Rule R177-733-1-Q states: “‘Other eligible adult education student’ means person 16 to 18 years of age whose high school class has not graduated and is counted in the regular school program. The funds generated, WPU or collected fees or both, are credited to the adult education program for attendance in an adult education program.” The student cannot be counted as an enrollee. Outcomes obtained are not counted for state or federal reports.

5. **Q. Can a student who moves into a school district as a senior, only needs one or two credits to graduate, and (1) is refused admission to the local high school, or (2) wants to attend adult education instead of the local high school attend adult education programs to obtain the needed credits?**
- A. Yes, if (1) he/she has a letter from the district superintendent or his/her designee and parent stating that he/she is not attending a K-12 program. The student must be an enrollee (assessed, have an SEOP with established goal(s) and twelve contact hours) for the program to count the outcomes for state funding. This student's diploma would be awarded through the adult education program and NOT the traditional K-12 or alternative high school, and (2) the student qualifies under the federal definition. The federal statute defines "qualifying adult" as an adult who (1) is 16 years of age or older, (2) is beyond the age of compulsory school attendance under the law of the state or outlying area, (3) does not have a secondary school diploma or its recognized equivalent, and (4) is not enrolled in secondary school.
6. **Q. Can a high school student whose class has not graduated and who moves to an adult education program (and the pro-rated WPU follows the student) be counted as a regular adult education student for NRS reporting?**
- A. No; if the WPU follows the student (and by Board Rule it MUST), the student cannot be counted in adult education for funding purposes because the student does not meet the state Adult Education definition.
7. **Q. Is a student who is issued a "certificate of completion" through K-12 considered a high school graduate?**
- A. No, although this student may attend adult education classes and participate in a course of instruction that may lead to an adult education secondary diploma.
8. **Q. Can a UBSCT preparation class taken in K-12 be count as an elective course?**
- A. Yes, the local school board must have approved the class. A UBSCT remediation class cannot be offered as a course in an adult education program.
9. **Q. How can a program know when a student has dropped out of the K-12 system?**
- A. Documentation consists of a letter stating that the student is not a member of a K-12 program, and the same is required from the student's parent or guardian.
10. **Q. What is the process for summer seniors?**
- A. In programs that have summer seniors completing classes for graduation from K-12 (traditional high school "holding the student's diploma"), the student usually has until August to complete courses and return to K-12 to "retrieve" his/her diploma. The WPU must follow the student. Adult education programs do not generate state funding for this student (Funding Code 8).

11. **Q. Could an adult education program offer a regular K-12 diploma for those students who meet more rigorous graduation requirements and are required to pass the UBSCT?**
- A.** Including the requirement for students to participate in UBSCT testing and requiring additional course requirements is a local program decision. However, it is strongly recommended that programs maintain the 24 units of credits for graduation, thus maintaining continuity amongst all programs in the state. While staying within the parameters of the state-defined 24 graduation credits, programs may strengthen the curriculum to further challenge students.

LEVEL GAIN

1. **Q. In the past we have been unable to generate a level gain on an ESOL student who has met ESOL 6 exit criteria and moved to ABE 1. Will we be able to show this in the future?**
A. Yes; if an ESOL 6 student is post-tested and meets the ESOL 6 exit criteria, a level gain will be recognized by the program. The student may then be assessed with a TABE as a diagnostic assessment to facilitate education programming for the balance of the program year.
2. **Q. Why can't a program generate multiple level gains?**
A. Multiple level gains are reported by student depending upon the outcomes of post-testing assessments. The total number of level gains that a student generates can be found on the student's Test History screen in UTopia.
3. **Q. What is a level gain?**
A. A level gain is based on the student's initial entry assessment level. If a student's lowest assessment is in mathematics on pre-testing, then all gains for that fiscal/program year are based on the mathematics score. To determine a level gain, the learner must be post-tested at least once after a standard instructional period (minimum of 60 instructional hours) – at the end of the class or at the end of the program year, as determined by state policy. An “advance” or “completion” is recorded if, according to subsequent assessment(s), the student's “entry-level skills” are one or more levels higher than the incoming level in the area initially used for placement. The lowest functioning level should again be used to make this determination. When the student increases a level on his/her post-test, then a level gain is recorded for NRS reporting and state funding.
4. **Q. What do I report when a student has a level gain from ABE 2 to ABE 3?**
A. Since all contact hours for any and all instruction will be reported in ABE 2 functioning level, then level gains will also be reported at the same functioning level.

As an example: If a student's pre-test entry scores places the student's lowest level in ESOL 2 (BEST Plus 401-415) and the post-test score demonstrates a placement in ESOL 4 (BEST Plus 439-472), then a two-level gain would be recorded for that student. If another student was taking ABE coursework and pre-tested at ABE 3 (TABE 461-517) and post-tested in ABE 4 or higher (TABE 518-566), the level gain would still only be the two level gains recorded as achieved from the student's lowest entry level (ESOL 2).

Another example: An ABE student tests 380 on the TABE in reading (ABE 2) and 450 on the TABE in math (ABE 3). Level gains are measured from the lowest functioning level, which is reading ABE 2. If the student shows a level gain in math on the post-test and no gain in reading, there is NO level gain.

5. **Q. Can a student be in more than one category (e.g., ESOL and ABE)?**
A. No, a student cannot be in ESOL and ABE or ESOL and AHSC at the same time during any program year. A student can only (for level gain purposes) achieve gains based on the original pre-test lowest level placement.
6. **Q. How are level gains reported?**
A. For federal reporting, the total number of students who complete a level during the program year are reported as a percentage rate of level completion. The number who continue in the program after completing a level gain, the number who fail to complete a level and leave the program, and the number who remain at the same level are recorded to obtain a fuller picture of student flow and retention.
7. **Q. Can contact hours and level gains be earned for a GED in Spanish preparation class?**
A. Yes, provided the student is an enrollee with “enrollee status,” completes at least 12 hours as an ESOL student, and is post-tested using the same assessment tool (different form). The intent is that the student participating in Spanish GED preparation classes would be striving to improve his/her English acquisition skills during the instructional process of the GED preparation class.
8. **Q. Can a program count level gains in both reading and math?**
A. No, a level gain is determined from the student’s lowest Entering Functioning Level (state-approved standardized assessment determines this). The EFL is used for the fiscal/program year. If the completed assessment shows that a student has two equally “lowest levels” (e.g., ABE 2 math and ABE 2 reading), then a decision must be made as to which instructional area will be reported for the student’s EFL. A level gain can only be reported for one instructional area. The SEOP process identifies the student’s intent and focus of instructional effort.
9. **Q. Can a student have a level gain from AHSC 1 to AHSC 2?**
A. Yes.
10. **Q. Can an ESOL 6 student or a AHSC 2 student have a level gain?**
A. It depends. An ESOL 6 student who does not meet exit criteria does not have a level gain. An AHSC 2 student cannot have a level gain.
11. **Q. A student enters as ABE 1; after 60 hours of instruction, retests and moves to ABE 2; tests again after 60 hours, and drops to ABE 1; tests again after an additional 60 hours, moves to ABE 3, and tests again. This time the student is at ABE 1 and drops out. For purposes of NRS reporting and state funding, how many level gains should be reported?**
(A) Zero, based on ending EFL vs. entering EFL? or
(B) A level gain for each advancement?
A. Students only advance. This particular student moved upward two levels. If this type of an assessment pattern occurs, the teacher should look at aspects of the assessment process or instruction. It is rare, but certainly not unheard of, for students to regress or test lower on a post-test. Even the best of tests has a 20 percent change rate of scores moving up or down.

NATIONAL REPORTING SYSTEM (NRS)

1. **Q. As a program, if we do not have federal funds (AEFLA), do we still need to complete and submit data for the NRS Report?**

A. Yes, data from all programs regardless of state or federal funding source must be included in the NRS Report.

2. **Q. How can I learn more about reporting requirements and how to complete the NRS tables at my program?**

A. NRS tables are completed by Utah State Office of Education staff and reported annually to the Office of Vocational and Adult Education (OVAE). More information about NRS can be found at <http://www.NRSweb.org>.

3. **Q. What are the timelines for completing UTopia program data entry?**

A. All data should be kept up to date on an ongoing basis. The final date to enter credits and contact hours is July 15th; after that date the current year screens to enter class attendance will not be available.

4. **Q. How do we report the number of students who were funded and served under a specific grant when the students are enrolled in a number of classes and programs? It is difficult to identify the percentage of the whole.**

A. Identify the student by the teacher. The money follows the teacher, not the class.

5. **Q. What is the National Reporting System (NRS) for Adult Education?**

A. The National Reporting System (NRS) is the accountability system for the federally funded adult education program, mandated by the Workforce Investment Act (WIA). The NRS includes student measures to describe adult education students, program participation and assessment of the impact of adult education instruction, methodologies for collecting the measures, reporting forms and procedures, and training and technical assistance activities to assist the state in collecting the measures. With the help of state directors of adult education, the project has developed indicators of performance to demonstrate state adult education agencies' impact, and has developed a national system for collecting information on adult education student outcomes. The NRS requirements were effective beginning in July 2000.

6. **Q. When did the NRS begin and why?**

A. The NRS was born in the 1990s, a decade known for its emphasis on accountability of federal programs. The requirement to demonstrate program impact was mandated in 1993 through the Government Performance and Review Act (GPRA). GPRA required all federal agencies to develop strategic plans to ensure that services were delivered efficiently and in a manner that best suits client needs, and to develop indicators of performance to demonstrate the agency's impact. In August 1998, Workforce Investment Act (WIA) required a system of outcome measures and performance standards for adult education programs, which led to the formal adoption of the NRS.

7. **Q. Are all states required to report data to the NRS?**

A. Yes, all states are required to report data to the NRS for services funded within the Workforce Investment Act (WIA). In addition, the WIA requires states to develop performance standards for student outcome measures and assess local program effectiveness using these standards.

OUT-OF-SCHOOL YOUTH

1. **Q. Can a 16-year-old who has been adjudicated as an adult or who is married (as proven by a marriage license) be counted in adult education?**
A. Yes, if he/she has been deemed an adult by the courts or provides documentation by producing a marriage license, then he/she can participate in adult education.
2. **Q. Can a 16-year-old who “drops out” of school attend an adult education program?**
A. Yes and no.
 - a. No, because Board Rule R-277-733-1-K) states that an “eligible adult education student” means a person who:
 - (1) Is 17 years of age or older, AND whose high school class has graduated;
 - (2) Is under 18 years of age and is married; or
 - (3) Has been adjudicated as an adult; or
 - (4) Is an out-of-school youth 16 years of age or older who has not graduated from high school.
 - b. Yes, adult education programs have responsibility to provide educational opportunities to adults and out-of-school youth who have not graduated, if the student has letter from the district superintendent or his/her designee and a letter from a parent or guardian indicating that he/she has officially withdrawn from the K-12 system.
 - c. Yes, federal law (AEFLA) states that “qualifying” individuals include an adult who is 16 years of age or older. The statute defines “qualifying adult” as an adult that is (1) is 16 years of age or older; (2) is beyond the age of compulsory school attendance under the law of the state or outlying area; (3) does not have a secondary school diploma or its recognized equivalent; and (4) is not enrolled in secondary school who lack sufficient mastery of basic educational skills to enable the individual to function effectively in society, or (5) is unable to speak, read, or write the English language.

Note: Federal law defers to the state compulsory education laws.

PROGRAM AUDIT AND MONITORING

1. **Q. What is the difference between an adult education audit and program monitoring or review?**
 - A. An adult education audit is to verify the information used for NRS reporting and fiscal information. An adult education program monitoring is to verify that Utah adult education policies and procedures are being implemented, in order to ensure and that state and federal regulations are being followed to enhance program performance.

2. **Q. Does a community-based organization (CBO) need to have an external audit of adult education URAED data?**
 - A. Yes, this is a requirement of the School Finance Department to assure accurate data. The accountant chosen must complete the audit after June 30th. The report is due to the USOE by September 15th. The report data is verified against the program entered UTopia data. Any discrepancies between the UTopia data and the auditor's report will need to be addressed. The expense of an outside accounting audit can be part of the 5% administrative expenses, and should be listed as a purchased professional service on the submitted budget summary of the funding grant.

SPECIAL EDUCATION AND 504 QUESTIONS

- 1. Q. A student who is over the age of 22 self-reports that he has had a history of special education services. Are adult education programs responsible to follow the Individuals with Disabilities Education Act requirements?**

A. Yes; while the IEP is no longer valid, this does not mean that the disability that caused the individual to be eligible for special education services “goes away” or can be ignored. The adult education program is responsible to provide the appropriate accommodations for the student to meet with educational success.
- 2. Q. What is Section 504 of the Rehabilitation Act?**

A. Section 504 provides protections for individuals whose disabilities substantially limit one or more major life activities, including hearing and learning. Students with disabilities are not required to produce the identical results or level of achievement as their non-disabled peers, but must be afforded equal opportunity to obtain the same results, gain the same benefit, or reach the same level of achievement in the most integrated setting appropriate to the person’s needs.
- 3. Q. Is a student with a disability/handicap guaranteed a diploma?**

A. No student is guaranteed a diploma. The only “end result” that adult education programs can guarantee for ANY student is an opportunity to learn. Students with disabilities MUST be afforded the same opportunities to achieve as non-disabled students.
- 4. Q. If a student is hearing impaired and requests an interpreter, does the adult education program need to provide one?**

A. Yes, an interpreter is an accommodation and must be provided by the program providing the activity (e.g., job, education, medical services, etc.).
- 5. Q. Does Vocational Rehabilitation pay for interpreter services?**

A. No, the adult education program must absorb the cost.

STAFF

1. **Q. If volunteers are fully trained for UTopia, would it be appropriate for them to enter student information and place the supporting documents into the student's file, given the fact that the SEOP contains sensitive information?**
 - A. The volunteer issue is always a big concern, because there is nothing to tie that person to you. Unless you feel VERY comfortable with the person, then it would probably be best not to have a volunteer do this work.

STATE AND FEDERAL GRANTS

1. **Q. What are the federal competitive grants called?**
 - A. The federal allocation that Utah receives for adult education is awarded under the Adult Education and Family Literacy Act (AEFLA). Grants available to local programs that are available on a competitive basis include English Language/Civics, Prisons and Institutionalized, and Adult Basic Education.

TRANSCRIPTS

1. **Q. Regarding official transcripts, after a student has completed courses through the adult education program, what course numbers do districts use to give credit? Should programs use the same numbers as high school uses (which are the numbers assigned to classes by the State Office)?**
A. Use the course numbers that satisfy the district.

2. **Q. Once a district receives a student's transcript, can district personnel interpret the transcript according to their own requirements regarding what is and isn't accepted as a particular credit?**
A. Yes and no. Present Board Rule:

State Board Rule: R277-705-3 Units of Credit

Schools shall accept credits from accredited education institutions:

schools shall accept credits from accredited schools or providers accredited by the Northwest Association of Accredited Schools or approved by the Board without alteration.

Programs may interpret which graduation area credits will be applied to. However, credits that have been entered into UTopia by another program may not be altered, nor may the credits be changed from one graduation area to another without a discussion with the program that originally entered the credits into UTopia. If the originating program agrees to change the graduation area, it must reenroll the student as concurrent, make the agreed-upon changes, and then separate the student.

Any transcript or student report card that the program receives cannot be altered and should be entered into UTopia verbatim. The program's responsibility is to "interpret" in which credit area to apply the credit based upon the school district's definition and description of the class.

Senate Bill 56 (passed in the 2006 Legislative session) requires that "a public school shall accept credits and grades awarded to a student by a school accredited or approved by the State Board of Education or accredited or recognized by the Northwest Association of Accredited Schools as issued by the school with alteration (53A-13-108-5)."

TRANSPORTATION AND CHILD CARE

1. **Q. Are funds available for a program to apply for to cover child care for the students or for transportation to ESOL classes?**
 - A. No; community resources and partners should be considered. It could also be good to talk to districts about resources.

TUITION AND FEES

1. **Q. Is it acceptable to charge a book fee or materials fee for students under a specific grant such as EL/Civics?**

 A. Yes (Utah State Office of Education Board Rule R277-733-8). However, federal rules discourage charging fees for federally funded programs. Fees charged are to be reasonable and necessary, and collected to provide additional adult education and literacy services that the program would otherwise be unable to provide. Fees collected from students participating in AEFLA programs must be accounted for, and can only be used for allowable activities according to AEFLA standards.

2. **Q. May fees collected from community education classes be submitted and accounted for with adult education fees and tuition?**

 A. No, adult education fees and tuition must be collected and reported separately from community education. If fees and tuition are charged to students participating in a federally funded program, they are to submitted and reported to the business administrator and must be returned to the local adult education program to be used specifically to further the program's ability to meet the student's academic/literacy needs.